

**A CORRELATION BETWEEN THE SECOND YEAR STUDENTS'
TENSES MASTERY AND THEIR ABILITY IN WRITING
NARRATIVE PARAGRAPH AT SENIOR
HIGH SCHOOL 1 KAMPAR**



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PEKANBARU
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Thesis

Submitted to Fulfill One of Requirements
for Undergraduate Degree in English Education



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ABSTRACT

This research paper entitles “A Correlation between the Second Year Students’ Tenses Mastery and Their Ability in Writing Narrative Paragraph at Senior High School 1 Kampar”.

There are two variables which are used in this research. The first is variable X (Students’ tenses mastery) and the second is variable Y (Students’ ability in writing narrative paragraph). The subject of this research was the second year students’ tenses mastery, and the object was a correlation between the second year students’ tenses mastery and their ability in writing narrative paragraph.

The instrument used was a test. In tenses, the writer gave 30 questions. They were multiple choice, rearrange the jumble word, true-false, and matching tenses. In writing, the test was making narrative paragraph, and the titles were three categories. The limitation of the problems tenses refers to simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense, and writing refers to narrative paragraph. The writer took 43 samples from 123 students, it was 35 %.

The technique of the data analysis of this research was statistical product moment correlation. It was used because the data contained interval and interval scale, as Hartono (2004:101) points out if the variables are interval and interval, the formula is as follow:

$$r_{xy} = \frac{\sum x'y' - \frac{(\sum fx')(\sum fy')}{N}}{\sqrt{\left\{ \sum fx'^2 - \left(\frac{\sum fx'}{N} \right)^2 \right\} \left\{ \sum fy'^2 - \left(\frac{\sum fy'}{N} \right)^2 \right\}}}$$

After computing the gathered data by using of SPSS, it is found that the correlation between students’ tenses mastery and their writing ability is 0.276 which is in between 0.20 – 0.399. Thus, it is concluded that students’ tenses mastery does not significantly effect the students’ writing narrative paragraph. Meaning that, there would be no significant correlation between the students’ tenses mastery and their ability in writing narrative paragraph. In short, H_a is rejected and H_o is accepted.

ABSTRAK

Judul dari penelitian ini adalah “hubungan antara penguasaan tenses siswa kelas dua dan kemampuan mereka dalam menulis paragraph narative di SMA Negeri 1 Kampar”.

Di dalam penelitian ini ada dua variable. Yang pertama adalah variable X (penguasaan tenses siswa) dan yang kedua adalah variable Y (kemampuan siswa dalam menulis paragraph narative). Subjek dari penelitian ini adalah siswa kelas dua SMA Negeri 1 kampar. Kemudian objeknya adalah mempelajari hubungan antara penguasaan tenses siswa dan kemampuan mereka dalam menulis paragraph narative.

Alat ukur yang di gunakan adalah melakukan test. Di dalam tenses penulis memberikan 30 pertanyaan, berupa pilihan objektif, menyusun kata menjadi sebuah kalimat, menjawab betul salah dan mencocokkan tenses. Pembatasan masalah dalam tenses berupa simple past tense, past continuous tense, past perfect tense dan past perfect continuous tense, untuk menulis berupa paragraph narrative dengan tiga macam judul. Penulis mengambil 43 siswa dari 123 siswa, hal ini berkisar 35 persen.

Tekhnik data analisis dari penelitian ini adalah statistical product moment correlation. Data ini digunakan karena data yang berjenis interval-interval scala, menurut Hartono (2004:101) jika variabelnya adalah interval-interval, rumus yang digunakan adalah:

$$r_{xy} = \frac{\sum x'y' - \frac{(\sum fx')(\sum fy')}{N}}{\sqrt{\left\{ \sum fx'^2 - \left(\frac{\sum fx'}{N} \right)^2 \right\} \left\{ \sum fy'^2 - \left(\frac{\sum fy'}{N} \right)^2 \right\}}}$$

Setelah menghitung kumpulan data dengan menggunakan SPSS versi 16, maka ditemukan bahwa Hubungan antara penguasaan tenses siswa kelas dua dan kemampuannya dalam menulis paragraph narrative adalah 0.276 yang mana dalam interval berkisar 0.20 – 0.399. jadi, disimpulkan bahwa penguasaan tenses siswa tidak berpengaruh significant pada kemampuan siswa dalam menulis dan hal ini berarti, tidak ada hubungan yang significant antara penguasaan tenses siswa dan kemampuan mereka dalam menulis paragraph narrative dan hipotesis alternatifnya adalah ditolak dan hipotesis nolnya diterima.

ملخص

هذا البحث بالموضوع "العلاقة بين إستيعاب توتر (Tenses) تلاميذ الفصل الثانى و قدرتهم في كتابة الفقرة السردية في المدرسة العالية الحكومية 1 كمبار".
في هذا البحث متغيران. الأول متغير x (إستيعاب توتر التلاميذ) و الثانى متغير y (قدرة التلاميذ في كتابة الفقرة السردية). الأفراد في هذا البحث تلاميذ الفصل الثانى في المدرسة العالية الحكومية 1 كمبار. أما موضوع البحث دراسة العلاقة بين إستيعاب توتر التلاميذ و قدرتهم في كتابة الفقرة السردية.

أداة القياس المستخدمة هى إختبار. في التوتر قدمت الباحثة 30 سؤالاً في شكل إختيار موضوعى و ترتيب الكلمات في الجملة و إجابة صحيحة أو خاطئة و مباراة التوتر. تحديد المشكلة في التوتر وهو الفعل الماضى (*simple past tense*) و الفعل الماضى المستمر (*past continuous tense*) و الفعل الماضى الكمال (*past perfect tense*) و الفعل الماضى المستمر الكمال (*past perfect continuous tense*) لكتابة الفقرة السردية بثلاثة موضوعات. أخذت الباحثة 43 من 123 تلميذاً و هذا حول 35 في المائة .

طريقة تحليل البيانات في هذا البحث t بإحصائي *product moment correlation* .
لأن البيانات مقياس الفترة و الفترة. على رأى هرتو نو (2004:101) إذا متغيرته فترة و فترة فصيغة مستخدمة هى :

$$r_{xy} = \frac{\sum x'y' - \frac{(\sum fx')(\sum fy')}{N}}{\sqrt{\left\{ \sum fx'^2 - \left(\frac{\sum fx'}{N} \right)^2 \right\} \left\{ \sum fy'^2 - \left(\frac{\sum fy'}{N} \right)^2 \right\}}}$$

بعد حساب جمع البيانات باستخدام SPSS 16 فوجد أن العلاقة بين إستيعاب توتر تلاميذ الفصل الثانى و قدرتهم في كتابة الفقرة السردية هى 0.276 و هذه بين 0.20-0.399 .
إذن, يمكن إستنتاج أن إستيعاب توتر التلاميذ ليس له تأثير هام على قدرتهم في الكتابة. وليست علاقة هامة بين إستيعاب توتر تلاميذ الفصل الثانى و قدرتهم في كتابة الفقرة السردية في المدرسة العالية الحكومية 1 كمبار لذلك الفرضية البديلة مردودة و الفرضية الصفرية مقبولة.

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CHAPTER I

INTRODUCTION

A. Background

English is one of languages in the world. English becomes a foreign language for Indonesia. Indonesia is a developing country. Therefore, to balance the development of this country with a developing country such Malaysia, the government of Indonesia tries to think smartly and include English teaching in all of the educational levels, starting from elementary school, junior high school, senior high school, and until the university referring to the curriculum. So that, nowadays, none of students does not know about English, both in reading or writing.

As Indonesian, the people know that English is not as easy as what they think because not all of them can use and understand about it. Therefore, because English is difficult, the people should have to learn it. Widjaja (2002:1) points out that in learning English the people should have four skills that they should master. They are: Speaking, Listening, Reading, and Writing.

There are many kinds of paragraph in writing. They are descriptive, expository, persuasive, argumentative, and narrative paragraph. About narrative Kalayo and Fauzan (2007:130) point out that if the writer is writing a paragraph, especially in writing narrative paragraph, the writer usually uses past tense. Therefore, if the students want to write a narrative paragraph, they should master

tenses at first, especially past tense, because if the students master about past tense it will be easier for them to write a narrative paragraph.

Senior high school 1 Kampar is one of the senior high schools located in Riau province, Kampar regency. Actually, teaching English at senior high school 1 Kampar based on KTSP of Senior High School 1 Kampar (2009/2010) has been taught four hours a week during four semesters and writing skill is two hours a week. The teacher has given good strategies for the students in teaching and explaining many kinds of tenses and many kinds of paragraph in writing and one of them is narrative paragraph. The teacher also taught how to master the tenses and how to write simply writing especially in writing narrative paragraph. Ideally, the students that have been taught by the teacher to make them able to use the kind of tenses and the students also know the pattern of tenses can make the correct writing, but in reality the students still weak in writing narrative paragraph.

Based on the ideas and based on the preliminary study about the problems above, although the students of senior high school 1 Kampar have studied English and taught writing skill by English teacher two hours a week during four semesters, but in fact, the students cannot write narrative paragraph perfectly. In short, the phenomena can be depicted as follows:

1. Some of the students have studied tenses, but their writing is problematic.
2. Some of the students are given the exercises about tenses, but they are difficult to answer and ask to their friends.

3. Some of the students get low grade of writing narrative paragraph because of tenses error.
4. Some of the students know about the kind of tenses, especially past tense, but they cannot use it in writing narrative paragraph.

Besides the phenomena mentioned above, it seems that their tenses mastery does not have relationship with their ability in writing narrative paragraph. Therefore, the writer is interested in carrying out a research entitled, **A CORRELATION BETWEEN THE SECOND YEAR STUDENTS' TENSES MASTERY AND THEIR ABILITY IN WRITING NARRATIVE PARAGRAPH AT SENIOR HIGH SCHOOL 1 KAMPAR.**

B. Definition of the Term

To avoid misunderstanding, it is necessary to explain the term used in this research. The terms are as follow:

1. Based on Gay, R.L and Peter Airasian (2000:12), correlation is a quantitative measure of the degree of correspondence between two or more variables. In this research, correlation means a relation between students' tenses mastery and their ability in writing narrative paragraph. It means that two things must be related.
2. Tenses, according to Jack c. Richards, John Plate, and Heidi Platt (1992:376), are the relationship between the form of the verb and the time of action or state described. In this research tense meant is past

tense. Without past tense, it will be difficult to understand when the time of the story is happening.

3. Mastery, according to Jack c. Richards, John Plate, and Heidi Platt (1992:221), is an individualized and diagnostic approach to teaching in which students proceed with studying and testing at their own rate in order to achieve a prescribed level of a success. In this case, the word “Mastery” refers to the students’ past tense mastery.
4. Ability, based on Oxford (1991:1), is skill or power. In this research, ability means that the students qualify in performing past tense in writing narrative paragraph.
5. Narrative, according to Syafi’i, et al (2007:16), is the telling or relating of occurrences or a series of events and it requires us to tell what happened. A narrative typically contains action, dialogue, elaborate details, and humor. In this research, narrative meant is story.

C. Problems

1. Identification of the Problems

Based on the phenomena mentioned above, the problems of this research are identified as follows:

1. Why have the students studied about past tense unable to use them in writing narrative paragraph?
2. How is the students’ mastery on past tense (simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense)?

3. How is the students' ability in writing narrative paragraph?
4. Does the students' writing ability, especially in writing narrative paragraph depend on the students' past tense mastery?

2. Limitation of the Problems

Based on the identification of the problems above, it is clear that there are many problems involved in this research. Considering the writer's constraint in term of knowledge, time, and finance, the writer limits and focuses this research on the second year students' mastery (simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense) and their ability in writing narrative paragraph at senior high school 1 Kampar.

3. Formulation of the Problems

Based on limitation of the problems above, thus, the problems of the research formulates into following research questions:

1. How is the students' mastery on past tense (simple past tense, past continuous tense, past perfect tense, past perfect continuous tense)?
2. How is the students' ability in writing narrative paragraph?
3. Is there any significant correlation between the second year students' tenses mastery and their ability in writing narrative paragraph at Senior High School 1 Kampar?

D. Reason for Choosing the Title

1. The problems of the research are very interested to be investigated because many students in Senior High School 1 Kampar still have problem in writing narrative paragraph.
2. Choosing past tense because the event of the story in narrative is happening in the past time. Therefore, the writer chooses past tense in this research.
3. The topic is relevant to the writer as one of students of the English Education Department.
4. As far as the writer is concerned, this research title has never been investigated by any researcher.

E. Objective and Significant of the Research

1. Objective of the Research

- a. To find out the students' mastery on past tense (simple past tense, past continuous tense, past perfect tense, past perfect continuous tense)
- b. To find out the students' ability in writing narrative paragraph.
- c. To find out whether there is or no significant correlation between the second year students' tenses mastery and their ability in writing narrative paragraph at Senior High School 1 Kampar.

2. Significant of the Research

- a. Students will know their ability in using tenses (simple past tense, past continuous tense, past perfect tense, past perfect continuous tense) in writing narrative paragraph.
- b. To give some information to the students as well as the English teacher about their weaknesses in understanding past tenses in writing narrative paragraph, so they will find solutions in order to master it.
- c. To provide some input to the teachers, so they try to improve their students' tenses mastery and writing ability.

F. Organization of Writing

This research consists of five chapters. Each chapter has some parts. The writing organizations are as follows:

The first chapter is called introduction in which consists of background, definition of the term, the problems (identification of the problem, limitation of the problem, formulation of the problem), reason for choosing the title, objective and significant of the research, and organization of writing.

The second chapter is review of literature in which consists of theoretical framework, relevant research, operational concept, and assumption of hypothesis.

The third chapter is research methodology. It consists of method of research, time and location of the research, subject and object of the research, population and sample, research design, technique of data collection, and technique of data analysis.

The fourth chapter is data presentation. It consists of data presentation and data analysis.

The fifth chapter is conclusion and suggestion dealing with the result of the research. This paper, however, consists of the other models such as appendix, bibliography, and the others considered as the important to be concluded in report of the research.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Writing Ability

Burkey in Hughey, et al (1983:10) states that writing is an actualization or dramatization of the thought process through transcription. Syafi'i (2007:6) states that writing is a "process", not a "product". Meaning that a piece of writing, whether it is a composition of English class or a short story is never complete; that is, it is possible to review and revise, and review and revise again. Writing is one of the language skills, Widjaja (2002:1). People say that writing is not as easy as what we think of. It needs study hard and much practice to develop this skill. Based on Oxford (1991:1), ability is skill or power. Thus, in this case students' ability means capacity or power of the second year students of senior high school 1 Kampar in writing narrative paragraph.

Randolph (1998, in Yuladina, 2007:11) some concepts that related to ability are as follows:

a. Intelligence

For thus who have high intelligence, they will have high ability in learning process.

b. Interest

For those who study something that they are not interested, it will influence their ability to master the subject.

c. Motivation

The higher motivation that we have, the easier we learn something.

d. Health

The bad health will decrease the ability in learning something

Besides the concepts related to ability, as a writer should have skill of how to employ the grammatical forms and syntactical pattern of writing in order to make readers understand what he/she means. This statement is also supported by John Langan (1986:90), writing is a skill like driving, typing, or even preparing good meal. Like any skill, it can be learned if writers decide that they are going to learn and then really work at it. In addition, writers should know how to organize or express ideas or thought clearly.

Based on Hughey, et al (1983:6), writing also means of reinforcing other language skills. Reading, vocabulary, and grammar are employed in act of writing. By reading, the writer will get new information to be applied in written discourse. Having a lot of vocabulary, the writer can choose the suitable words to use in writing. By grammar, the writer can make decisions about the sentence pattern in writing. In this term, of course, the tenses take a prominent role.

Michelle Pannecoucke (2009:1) says that many writers have excellent ideas but struggle with grammar. Bad grammar should not hinder a writer. Writing with better grammar can be learned and it takes a bit of practice. With a few simple grammar rules, sentences can be complete and have proper structure in any kind of writing. Any writing, whether formal, academic or simply fiction, can be improved with a good grasp on basic proper grammar and good sentence

structure. Good grammar will not only improve the quality of the writing, but make the writing clearer and possibly better like. Therefore, the reader will be easier to understand what the writers mean in their writing. This statement is also supported by Enelson (2005:1) that good writing would have to include correct use grammar, punctuation and spelling. In addition, good writing should be agreement, brief, coherence, key, logical, relevant, strait, tense, and theme, because by using good grammar will make the essay of the writer clear and make the readers will know what the writer talking about after they read it, but if the essay do not have the good grammar, the readers will not know what the writer talking and confused the readers. Therefore, as a writer should use good grammar if he/she writes a writing. That is why the students with good grammar and consider the components of writing will not only improve the quality of their writing, but make the students will be easier to make their writing correctly and clearly.

Dina jonata (2004:1) points out one of the key to English skills mastery is the mastery of the English grammar. Grammar in English is often is associated to English tenses for the tenses deal very much with the form and meaning of English sentences in a composition. Therefore, the writer tries to find out the errors in the application of tenses rules. Tenses rule is used primarily to mark the time when the sentences refer to, by using different form of verb. In addition, verb tenses give information about when an action took place. Choose the right tense to indicate the meaning in sentences. Change verb tenses only when the writer is writing about an idea, stay with the same tense (<http://www2.actden.com>). In

relation to this part, Wilmington (2002:2) says that the more the writer encounter and use the different verb tenses and forms, the more the writer will be able to control their writing and make the proper use of their nuances in meaning that will enrich English writing of the writer. Meaning that tense is very important and very close relationship with writing, because with tenses the writer can know the meaning in the sentences and can control the idea in their writing. Newman (2009:2) points out if the writer is writing about past events the basic tense throughout your work should be past tense. This statement is also supported by Kalayo and Fauzan (2007:130) if the writer is writing a paragraph, especially in writing narrative paragraph, the writer usually uses past tense. Therefore, if the students want to write a narrative paragraph, they should master tenses at first, especially past tense, because if the students master about past tense it will be easier for them to write a narrative paragraph.

Jacobs, et al (1981:90) say that there are five components of writing that must in writers' consideration in writing a composition. They are as follow:

1. Content. The writers must have an ability to think creatively to develop their ideas. The content of writing should be knowledgeable, substantive, through development of thesis, relevant to assigned topic.
2. Organization. The writers have fluent expression following the ideas. Clearly stated or supported well relationship between paragraphs, logical and sequencing.

3. Vocabulary. The writers have a lot of words and idioms to convey intended information, attitudes and feelings. They also can use the appropriate word including prefix, suffix, and idiom.
4. Language use. The writers can apply the basic agreement between sentences, tenses, word orders, articles, pronouns and prepositions.
5. Mechanics. The writers are able to write in good spelling, punctuation, capitalization, and paragraphing.

2. Narrative Paragraph

According to Robert, et al (1991:33), narrative means “to tell, to give an account of.” When you write a narrative paragraph, you are telling your readers a story, giving them an account of something that happened to you, such as unforgettable personal experience. Horn (1977:6) points out: narrative tells “what happened.” It tells a story. It is a kind of writing that you find in novels, short stories, and biographies. In narrative, the sentences are usually organized according to time order. In relation to this part, Oshima and Hogue (1997:27) say that narrative is story writing. When you write paragraph or essay, you write about events in order that they happened and you use time order to organize your sentence. So, if the students write narrative paragraph, they should have time order to tell about the story.

According to Pardiyono (2009:121), narrative is a story that in rhetoric structure has opening, sequence of problem event or solution. In other words, narrative is related with the story in the past time that has problem – solution.

Because of the event of the story is happening in the past time. Therefore, narrative paragraph use past tense form for the predicate verb.

Austhorstream (2009:3) says that if the writers narrate a story, the writers use: simple past tense, past continuous, past perfect and past perfect continuous tense.

1. Simple past tense

The writers use simple past tense to express a completed action at a definite time in the past. Example: I woke up at half past seven.

2. Past continuous tense

The writers use past continuous tense for an action which was in progress at the stated time in the past. Example: at 1 o'clock in the morning, I was sleeping.

3. Past perfect tense

The writers uses past perfect tense to go back to a second past. The writers use it to talk about things that had already happened before that specific time in the past. Example: I got to the party. When I arrived there, everybody had already left. The writers use it to make the narrative more interesting and easy to read.

4. Past perfect continuous tense

The writers use past perfect continuous tense to talk about longer actions or situations which had continued up to the past moment. Example: when the teacher entered the classroom, the students had been fighting.

Organization of a narrative paragraph

Robert, et al (1991:33) state that the narrative has the same organization. They are:

1. The topic sentence tells what the writers are going to talk about (the writer's subject) and what the writers think or feel about it (the writer's attitude).
2. The body supports or develops the topic sentence; one of the easiest and most effective ways to do this is through narration by telling a story to illustrate the topic sentence.
3. The concluding sentence reaffirms the controlling idea stated in the topic sentence and underscores the significance of the narrative in the body of paragraph.

Wilson (2010:1) states that Characteristics of narrative paragraph are:

1. Orientation

It is about the opening paragraph where the characters of the story are introduced. Example: little Mantu lived in a village deep in the jungle where elephants help the men with their work.

2. Complication

Where the problems in the story developed. Example: Now, Mantu had an elephant of his very own. His name is Ophie.

3. Resolution

Where the problems of the story is solved. Example: Mantu than climbed upon his little friend's back and went home to the village.

Pamela Arlove (2004:141) points out the techniques for successful narration:

1. Emphasize Important Detail
2. Use Chronological Order

Chronological order helps the writer's story unfold in a way that is logical to the reader.

3. Center on Conflict

Most successful narratives center around conflict. The conflict may be an inner conflict, such as the one involved in deciding whether to attend college near home or far way. It may be a conflict with another person. It may be a conflict with an impersonal outside force, such as a declining job market. It may be a conflict with a combination of force. When the conflict ends, the story ends, too.

4. Show, Don't Tell

Significant moment in a narrative should be slowed down and observed closely. At these times, the writer wants to show what is happening rather than simply telling about it. Instead of telling the readers that someone was angry, show his narrowed eyes and let them hear his sharp words. Another way of showing is through dialogue, letting the readers hear the exact words of the people write about. Use dialogue sparingly and at significance moments for the strongest effect.

5. Make a Point

The purpose of the story is its reason for existence, the reason that the writers find in worth telling. If no change takes place, if nothing significant happens, the reader will say impatiently, "what is the point?" having a point does not mean that

the story needs to have a moral. It simply means that the writers should know why they are telling it and the writers should be able to state the point in one sentence: the thesis statement or topic sentence.

Example of narrative:

One day when I was a little girl, I had frightening experience during which I was almost drowned. The incident occurred in Toba Lake, north Sumatra, where I spent my vacation last June. One day my brother and I had been sailing a skipper class boat in the lake. As we had gone out quite a distance, we decided to turn back. All of a sudden, while the boat was turning back, I found myself in the water with the boat on top of me. Not knowing how to swim, I grabbed my brother who pulled me from under the boat. After a long period of clinging of clinging to the overturned boat, I spotted a rescue boat coming put to help us. We were finally taken ashore. I was reminded of that experience when I saw the movie “jaws”. I know I shall never forget it.

Rajahatum (1983 in Syafi’i, et al 2007:17).

Cinderella

Once upon a time there was a young girl name Cinderella who lived with her stepmother and two stepsisters.

Cinderella’s stepmother and stepsisters were conceited and bad tempered. They treated Cinderella very badly. Her stepmother made Cinderella do the hardest work in the house, such as scrubbing the floor and cleaning the pots and pans. She gave Cinderella an old ragged dress to wear. The two stepsisters,

on the other hand, did not work about the house, and their mother gave them many handsome dresses to wear.

One day the two stepsisters received an invitation to a ball that the king's son was going to give at the palace. They were excited about this and spent so much time choosing the dresses they would wear. At last the day of the ball came, and away went the sisters to it. Cinderella could not help crying after they had left.

"Why are you crying, Cinderella? A voice asked. She looked up and saw her fairy godmother standing beside her. "Because I want so much to go to the ball," said "you've been such cheerful, uncomplaining, hardworking girl that I am going to see that you do go to the ball".

Magically, the fairy godmother changed a pumpkin into a fine coach and mice into a coachman and two footmen. Her godmother tapped Cinderella's ragged dress with her wand, and it became a beautiful ball gown. Then she gave her a pair of pretty glass slippers. Now, Cinderella," she said, "you must leave before midnight." Then, away she drove in her beautiful coach.

Cinderella was having a wonderfully good time. She danced again and again with the king's son. Suddenly, the clock began to strike twelve. She ran toward the door as quickly as she could. In her hurry, one of her glass slippers came off and was left behind.

A few days later the king's son proclaimed he would marry the girl whose foot fitted the glass slipper. The king's page came to Cinderella's house. Her stepsisters tried on the slipper but it was too small for them no matter how

hard they squeezed their toes into it. The king's page let Cinderella try on the slipper. She tuck out her foot, and the page slipped the slipper on. It fitted perfectly.

Finally, she was driven to the palace. The king's son was overjoyed to see her again. They were married and lived happily ever after.

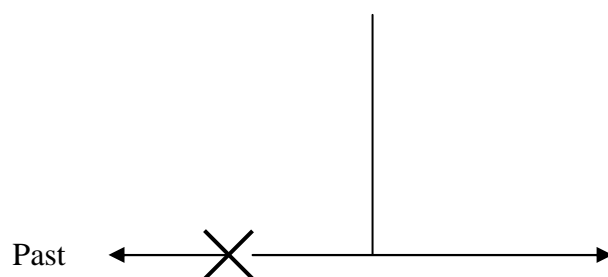
3. Tenses Mastery

Jack c. Richards, John Plate, and Heidi Platt (1992:376) point out: "tenses are the relationship between the form of the verb and the time of action or state described". According to Dony and Widiastuti (2008:1), tenses are the changing of the verb (infinitive) that have related with time when the activity or event is talked. Meaning that the changing of the verb is influenced by time or adverb of time. In this research, tenses mean past tense. Jack c. Richards, John Plate, and Heidi Platt (1992:221) define that mastery is an individualized and diagnostic approach to teaching in which students proceed with studying and testing at their own rate in order to achieve a prescribed level of a success. In Oxford (1991:256), mastery is great skill or knowledge. Therefore, the students' tenses mastery means the students have knowledge to master and understand the tenses that they get from their English teacher. Students can identify and do not get confused in learning English grammar especially past tense. So, students can master to use the pattern of tenses especially past tense in writing narrative paragraph itself. Widjaja (2002:129) categorizes four kinds of Past tense. They

are: simple past tense, past continuous tense, past perfect tense, and past perfect continuous tenses.

A. Simple Past Tense

Simple past tense is used to talk about activities or situations that began and ended in the past Azar (1989:24). Meaning that, the speaker only reviews the event that happened in the past time. Past tense have adverb of time. The time is either understood or specifically mentioned in the sentence.



- I went to the supermarket yesterday.
- I played the piano last night.
- Alan and Sushi played badminton just now the bus accident happened last holiday.

Regular simple past is formed by adding "ed" to the base forms of the verb.

(Base: work + ed = worked)

Irregular simple past tense is left up to the irregular verb top deciding.

Irregular verbs must be memorized and used until you are learned. They are many lists of irregular verb in English. Example:

- Go- went
- Write- wrote

- Take-took

a) **The Pattern of Simple Past Tense**

1. The positive form of simple past tense

The positive form of simple past tense is as follow:

Subject + V2 + O + Adverb of time

- {I, You, We, They, She, He, It} ate banana yesterday.
- {I, You, We, They, She, He, It} went to Jakarta last night.
- {I, You, We, They, She, He, It} bought an apple last week.

2. The negative form of simple past tense

The negative form of simple past tense is as follow:

Subject + did + Not + V 1 + O + Adverb of time

- {I, You, We, They, She, He, It} did not eat banana yesterday.
- {I, You, We, They, She, He, It} did not go to Jakarta last night.
- {I, You, We, They, She, He, It} did not buy an apple last week.

3. The interrogative form of simple past tense

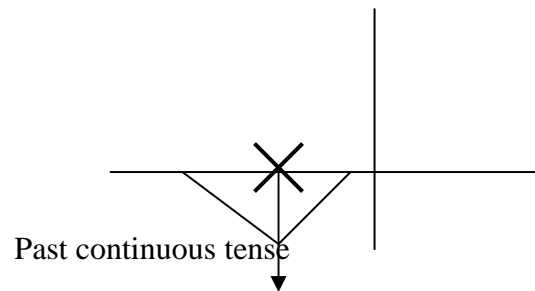
The interrogative form of simple past tense is as follow:

Did + Subject + V 1 + O + Adverb of time

- Did {I, You, We, They, She, He, It} eat banana yesterday?
- Did {I, You, We, They, She, He, It} go to Jakarta last night?
- Did {I, You, We, They, She, He, It} buy an apple last week?

Common time expressions with simple past: ago, yesterday, last night, last week, last year, last month, etc.

B. Past Continuous Tense



Based on Azar (1989:24), past continuous tense is used to explain:

- a) An activity or situation at a particular time in the past

1. The positive form of past Continuous tense

The pattern for positive form of past Continuous tense is as follow:

S + was/were + V 1+ ing + O + Adverb of time

- I was cooking an hour ago
- You were reading at eight last night.
- Mr. and Mrs. Allen were practicing the conversation yesterday.

2. The negative form of past Continuous tense

The pattern for negative form of past Continuous tense is as follow:

S + was/were + not+ V 1+ ing + O + Adverb of time

- I was not cooking an hour ago
- You were not reading at eight last night
- Mr. and Mrs. Allen were not practicing the conversation yesterday.

3. The interrogative form of past Continuous tense

The pattern for interrogative form of past Continuous tense is as follow:

Was/were + S + V 1+ ing + O + Adverb of time

- Was she cooking an hour ago?
- Were you reading at eight last night?
- Were Mr. and Mrs. Allen practicing the conversation yesterday?

b) Both actions occurred in the same time, but one action began earlier and was in progress when the other action occurred

1. The positive form of past Continuous tense

The pattern for positive form of past Continuous tense is as follow:

S + was/were + V 1+ ing + O + when + S+ Verb II
--

- Betty was crying when I came.
- The children were playing when it rained.

2. The negative form of past Continuous tense

The pattern for negative form of past Continuous tense is as follow:

S + was/were +not+ V 1+ ing + O + when + S+ Verb II
--

- Betty was not crying when I came.
- The children were not playing when it rained.

3. The interrogative form of past Continuous tense

The pattern for interrogative form of past Continuous tense is as follow:

Was/were + S + V 1+ ing + O + when + S+ Verb II
--

- Was Betty crying when I came?
- Were the children playing when it rained?

c) Both parts of a sentence when two actions are in a progress simultaneously.

1. The positive form of past Continuous tense

The pattern for positive form of past Continuous tense is as follow:

S + was/were + V 1+ ing + O + while + S+ was/were + V 1+ ing +O

- Paul was singing while Mary was dancing.
- We were making a fire while they were preparing dinner.

2. The negative form of past Continuous tense

The pattern for negative form of past Continuous tense is as follow:

S + was/were +not+ V 1+ ing + O + while + S+ was/were +V 1+ ing +O

- Paul was not singing while Mary was dancing.
- We were making a fire while they were preparing dinner.

3. The interrogative form of past Continuous tense

The pattern for interrogative form of past Continuous tense is as follow:

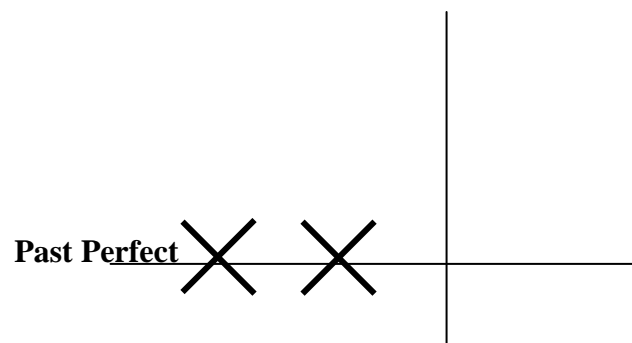
Was/were + S + V 1+ ing + O + while + S+ was/were +V 1+ ing +O

- Was Paul singing while Mary was dancing?
- Were we making a fire while they were preparing dinner?

Common time expressions with past continuous tense are: when, while, etc.

C. Past Perfect Tense

Based on Azar (1989:39), Past perfect tense expresses an activity that was completed before another activity or time in the past.



a) The Pattern of Past Perfect Tense

1. The positive form of past perfect tense

The pattern for positive form of past perfect tense is as follow:

S + had + VIII + Object

- The sun had risen before I woke up.
- The robbers had gone away by the time the police came.

2. The negative form of past perfect tense

The pattern for negative form of past perfect tense is as follow:

S + had + not+ VIII +Object

- The sun had not risen before I woke up.
- The robbers had not gone away by the time the police came.

3. The interrogative form of past perfect tense

The pattern for interrogative form of past perfect tense is as follow:

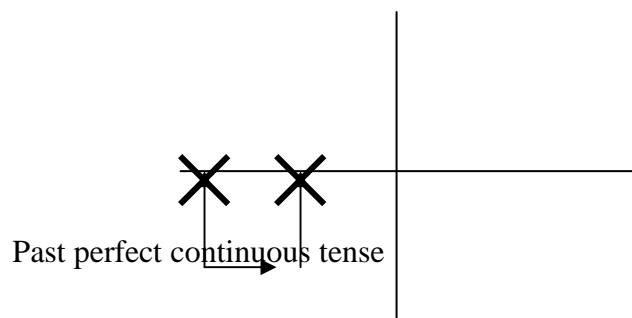
S + had + V^{III} + Object

- Had the sun risen before I woke up?
- Had the robbers gone away by the time the police came?

Common time expressions with past perfect tense: before, when, after, until, by the time, etc.

D. Past Perfect Continuous Tense

Based on Azar (1989:39), Past perfect continuous tense emphasizes the duration of an activity that was in progress before another activity or time in the past.



The Pattern of the Past Perfect Continuous Tense

1. The positive form of past perfect continuous tense

The pattern for positive form of past perfect continuous tense is as follow:

S + had + been + V¹ + ing + O + Adverb of time

- I had been living in kuningan for ten year before moved to Jakarta
- She had been working at Yayasan 45 for fifty years before she retired

2. The negative form of past perfect continuous tense

The pattern for negative form of past perfect continuous tense is as follow:

S + had + not + been + V1+ ing + O + Adverb of time

- I had not been living in kuningan for ten year before moved to Jakarta
- She had not been working at Yayasan 45 for fifty years before she retired

3. The interrogative form of past perfect continuous tense

The pattern for interrogative form of past perfect continuous tense is as follow:

Had + S + been + V1+ ing + O + Adverb of time

- Had I been living in kuningan for ten year before moved to Jakarta?
- Had she been working at Yayasan 45 for fifty years before she retired?

B. Relevant Research

Based on Syafi'i (2007:122), relevant research is intended to avoid the plagiarism toward the designs and the findings of the previous researchers. Taking about grammar and writing, there are a lot of investigations that have been done by many researchers. They researched in various objects and in different ways. The following are some relevant researches in reference to this research project.

In Syarifah Aini (2005) “the contribution of grammar and Vocabulary Mastery toward Writing Ability at the Third Year Students of English Education department of State Islamic University SUSKA Riau, the writer designed her study in a contribution research because she contributed of grammar and vocabulary mastery toward writing ability. The sample of this research was 121 students. The writer took the sample about 35 % by using proportional random sampling technique. She analyzed the data by using SPSS for a window that is using multiple regressions. Based on the data analysis, it can be concluded that the correlation coefficient between grammar mastery and writing ability is 0.456 and it's significant is 0.01. It is lower than 0.05. it means that there is significant correlation coefficient between vocabulary and ability, the correlation coefficient vocabulary and writing ability is- 0.585 and its significant is 0.00. it is lower than 0.05. It means there is significant correlation between vocabulary mastery and writing ability and the total of determination coefficient is 0.535. It means that the contribution of independent variable toward dependent variable is 53.5% while 46.5 %(100%-53.5%) influenced by the others. So, the contribution of grammar and vocabulary mastery toward writing ability is 53.5% and the contribution of the others is 46.5%.

While, Mercy (2007) the correlation between the second year students' simple tenses mastery and their ability in writing simple paragraph at senior high school 1 Kampar. She focused on the students ability in writing simple paragraph and whether there is or no significant correlation between the second year students' simple tenses mastery and their ability in writing simple paragraph.

She took 53 students as the sample of research. Based on the data collected, the writer concluded that the students' tenses mastery is categorized as good, because the highest score on alternative option B is (22.64%). Meanwhile, the second formulation has answered that there is significant correlation between the second year students' simple tenses mastery and their ability in writing simple paragraph.

The other research has been done by Euis nurwafa (2007) "A comparative study on students' ability in writing descriptive and narrative paragraphs at the sixth semester of the English Education Department". The writer used comparative research because she wanted to know whether there is or no significant difference of the students' ability in writing between descriptive and narrative. The data used test "t" with SPSS. She took 49 students as the sample of research. She found that $2,02 > 3,341 < 2,69$ is bigger than t for significance level 5 % or 1 %. It means that null hypothesis is rejected.

C. Operational Concept

The operational concept is used to avoid misunderstanding and misinterpreting in scientific study. Because the operational concept is still in abstract form, so it should be interpreted into particular words in order to make it easier to measure. There are two variables in this research:

They are: Variable X is students' tenses mastery and Variable Y is the students' ability in writing narrative paragraph

Variable X is independent variable

1. The students are able to identify the kind of past tense (simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense).
2. The students are able to change the form of tenses from positive into negative form
3. The students are able to use simple past tense in writing form correctly.
4. The students are able to use past continuous tense in writing form correctly.
5. The students are able to use past perfect tense in writing form correctly.
6. The students are able to use past perfect continuous tense in writing form correctly.
7. The students are able to identify the time expressions of past tense (simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense).

Variable Y is dependent variable

1. The students are able to organize the sentence by using time order well.
2. The students are able to write and specify the aspects of writing (Content, Organization, Vocabulary, Language Use, and Mechanics).

D. Assumption and Hypothesis

1. Assumption

- a. The students are able in writing narrative paragraph.
- b. The better the students' master past tense (simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense), the clearer narrative paragraph production done by the students would be.

2. Hypothesis

Ho: There is no significant correlation between the second year students' tenses mastery and their ability in writing narrative paragraph at senior high school 1 Kampar.

Ha: There is a significant correlation between the second year students' tenses mastery and their ability in writing narrative paragraph at senior high school 1 Kampar.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Methodology

1. Method of Research

The design that used in this research is correlational design and the method that used in this research is quantitative research. It is analyzed by using product moment correlation coefficient because the data of the students' tenses mastery and their ability in writing narrative paragraph are interval data.

2. Time and Location of the Research

This research was conducted at the second year students of Senior High School 1 Kampar, starting from April 2010.

3. Subject and Object of the Research

The subject of the research was the second year students of senior high school 1 Kampar. The object of the research was the students' tenses mastery and their ability in writing narrative paragraph.

4. Population and Sample

The population of the study was the second year students of senior high school 1 Kampar. The total number of population in IPA major was 123. According to Arikunto (2006:134) if the population is more than 100, we can take 10-15% or 20-25% or more than it. Because the number of population was relatively large, then, the writer only took 35 % of them. So, the total numbers of the sample were 43 students. The technique used in this research was proportional random sampling technique for each class.

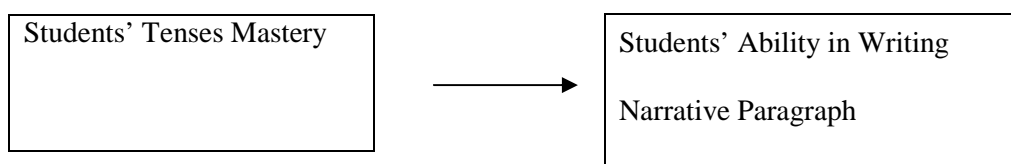
TABLE III. 1
POPULATION AND SAMPLE OF THE SECOND YEAR STUDENTS AT
IPA MAJOR OF SENIOR HIGH SCHOOL 1 KAMPAR

No	Class	Population	Sample
1	XI IPA 1	42	15
2	XI IPA 2	41	14
3	XI IPA 3	40	14
	Total	123	43

Data source: from SMA N I Kampar

5. Research Design

There are two variables used in this research. Firstly, The Students' Tenses Mastery is the independent variable (X), and the dependent variable (Y) is the Students' Ability in Writing Narrative Paragraph. The following diagram pictures are the design of this research:



6. Techniques of Data Collection

In getting the data needed in this research, the writer applied technique as follow:

a. Test

To collect the data from the sample, the writer used test.

1. Multiple- choice items from which they have to choose one correct answer among provided option, true false test, matching test, and rearrange the jumbled words test. These tests were used to measure the students' tenses mastery.

Test Validity and Reliability

A. Test Validity

Henning (1989:89) states that validity of the test means it to measure that it is supposed to measure. The instrument of the test should be appropriate with that to be measured. There are three kinds of validity; content validity, constructs validity, and predicts validity. In this study, the writer uses content validity because she wants to measure the students' mastery in using past tenses. She uses test instrument in which the question is based on the categories studied in past tenses.

B. Test Reliability

Henning (1989: 73) says that test reliability is the accuracy the measurement. It is reflected the obtaining of the similar result when the test is repeated in different occasion. There are some methods to measure test reliability; test-retest method, parallel forms method, inter-rater reliability, split half reliability, Kuder

Richardson formula 20 and Kuder Richardson formula 21. According to Heaton; 1988 in Nursiah; 2006 in Mercy (2007: Appendix 15) the formula used to measure the test reliability is:

$$r_{ii} = \frac{N}{N-1} \left[1 - \frac{m(N-m)}{Nx^2} \right] \text{ Where: } r_{ii} = \text{The Reliability}$$

N = the number item of the test
 M = the mean score of the test
 X = the standard deviation of the test

The category of the test reliability is as follows:

0.0- 0.20 : reliability is low

0.21- 0.40: reliability is sufficient

0.41- 0.70: reliability is high

0.71- 1.0 : reliability is very high.

Item Difficulty

Before the item would be used to get the data, all of them were tried out. The try out was meant to know the validity value. The validity value itself was used to find out the level of difficulty the standard validity value that is ≥ 0.30 and ≤ 0.70 . Robert and Elizabeth in Measurement and Evaluation book in Psychology and Education (2009:372) state the item that could not fulfill the standard value is replaced. The validity value under 0.30 is considered difficult and above 0.70 is considered easy.

The level of difficulty was used to show how easy and difficult an item was. It was calculated by using the formula:

$$P = \frac{\sum Cr}{N}$$

Where:

P = Difficulty, Proportion Correct

$\sum Cr$ = the sum of Correct Answer

N = the Number of Examinees. Tuckman in Henning (1987: 49).

For example, if the item number 1 was correct by 16 respondents out of 25 respondents. The difficult could be calculated as follow:

$$\begin{aligned} P &= \frac{\sum Cr}{N} \\ &= \frac{16}{25} \\ &= 0.64 \end{aligned}$$

If the validity value was changed into percentage, it could be calculated $0.64 \times 100 \% = 64$. The validity value was considered standard and could be used to get the data. In other words, the item did not need changing. After doing try out, the writer found that there were some items that need a modification or rewritten, because the level of difficulty could not reach the standard item difficulty. All the items were rewritten or improved because they did not fulfill the standard. They were items number 7, 15, 18, 19, and 26.

2. The writer distributed the writing test to the sample based on the topic that given and the students follow it. The paragraph contained of three topics. They pleased to choose one of them which were interested to them, and then they produced their narrative paragraph.

7. Technique of Data Analysis

For writing ability test; the writer used the Teaching ESL Composition: Principles and Techniques found in Hughey, et al (1983:140). The profiles consist of five components; they are content, organization, vocabulary, language use, and mechanics. The following measurement scales are used:

1. Content

<u>level</u>	<u>Criteria</u>
30-27	Excellent to Very Good: Knowledgeable, Substantive, and relevant to assigned topic.
26-22	Good to Average: some knowledge of the subject, adequate range, mostly relevant to topic, but lacks detail.
21-17	Fair to poor: limited knowledge of subject, little substance, inadequate development of topic.
16-13	Very poor: does not show knowledge of subject, non-substantive, not enough to evaluate.

2. Organization

<u>level</u>	<u>Criteria</u>
20-18	Excellent to Very Good: fluent expression, ideas clearly stated supported, well-organized, logical sequencing, cohesive.

17-14	Good to Average: somewhat copy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
13-10	Fair to poor: non-fluent, an idea confused or disconnected, lack logical sequence, and development.
9-7	Very poor: does not communicate, no organization, no enough to evaluate.

3. Vocabulary

<u>level</u>	<u>Criteria</u>
20-18	Excellent to Very Good: effective word/idiom choice and usage, word form mastery.
17-14	Good to Average: occasional errors of word/idiom form, choice, usage but meaning not obscured.
13-10	Fair to poor: frequent errors of word/idiom form, choice, usage, meaning confused not obscured.
9-7	Very poor: little knowledge of English vocabulary, idioms, word form, not enough to evaluate.

4. Language Use

<u>level</u>	<u>Criteria</u>
25-22	Excellent to Very Good: effective complete construction, few errors of agreement, tense, number, articles, pronouns, and prepositions.
21-18	Good to Average: effective but simple construction, minor problem in complex construction, several errors of agreement, tense, number, articles, pronouns, and prepositions.
17-11	Fair to poor: major problem in simple/complex constructions, frequent errors of negation, agreement, tense, number, articles, pronouns, and prepositions and/or fragment, deletions, meaning confused or obscured.
10-9	Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, not enough to evaluate.

5. Mechanics

<u>level</u>	<u>Criteria</u>
5	Excellent to Very Good: demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization.

- 4 Good to Average:** occasional errors of spelling, punctuation, capitalization but meaning not obscured.
- 3 Fair to poor:** frequent errors of spelling, punctuation, capitalization, meaning confused or obscured.
- 2 Very poor:** no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, sentencing, not enough to evaluate.

To describe the data presentation, the writer uses the following formula:

$$P = \frac{f}{N} \times 100\%$$

Where: P = percentage

F = frequency

N = Number of cases Sudijono (2009:43).

Moreover, the students' score of writing ability were categorized under the classification as follow:

TABLE III.2
THE CLASSIFICATION OF STUDENTS' SCORE IN WRITING
NARRATIVE PARAGRAPH

THE SCORE LEVEL	CATEGORY
80-100	Very good
66-79	Good
56-65	Enough
46-55	Less
0-45	Fail

Sudijono (2003, in Jonri Kasdi, 2006:21)

To analyze the students' score in mastering simple tenses test, the writer uses the following scale:

TABLE III.3
THE CLASSIFICATION OF STUDENTS' SCORE IN TENSES

THE SCORE LEVEL	CATEGORY
80-100	Very good
66-79	Good
56-65	Enough
46-55	Less
0-45	Fail

Sudijono (2003, in Jonri Kasdi, 2006:21)

It means that to get score 0-100 for the students' tenses mastery, the writer used fomula:

$$S = \frac{R}{N} \times 100\%$$

Where:

S = Individual score N = Number of items

R = Right answer 100 = Standard mark

Harahap(1982, in Jonri Kasdi 2006:21).

The data was analyzed by using mean formula for the first formulation of problem:

$$M = \frac{\sum fx}{N}$$

Where:

M = mean

$\sum fx$ = the calculation of FX

N = the number

Product moment correlation coefficient (r) for the second formulation because both data of students' tenses mastery and their ability in writing narrative paragraph is interval data and sample is more than 30. Therefore, it is necessary to choose product moment correlation coefficient technique for big sample.

According to Pearson in Hartono (2004:101), the formula of product moment correlation coefficient is as follows:

$$r_{xy} = \frac{\sum x' y' - \frac{(\sum fx')(\sum fy')}{N}}{\sqrt{\left\{ \sum fx'^2 - \left(\frac{\sum fx'}{N} \right)^2 \right\} \left\{ \sum fy'^2 - \left(\frac{\sum fy'}{N} \right)^2 \right\}}}$$

Where: r = Product moment correlation coefficient

N= Number of sample

X= variable x

Y= variable y

The steps to facilitate the calculation of the correlation coefficient are as follow:

1. Look for the lowest score (L) and the highest score (H) in variable X.
2. fill in the sell by tally and then add it up
3. fx and fy

Add up the frequency of a score in the same row and column.

4. x' and y'
5. fx' and fy' make a conjecture of X and Y, important to choose the middle conjecture to make it easier.

6. calculate or Multiplicities fx and x'

7. fx'^2 and fy'^2 Calculate fx and x^2

8. $x'y'$

Substitute to the product moment correlation coefficient:

$$r_{xy} = \frac{\sum x'y' - \frac{(\sum fx')(\sum fy')}{N}}{\sqrt{\left\{ \sum fx'^2 - \left(\frac{\sum fx'}{N} \right)^2 \right\} \left\{ \sum fy'^2 - \left(\frac{\sum fy'}{N} \right)^2 \right\}}}$$

Give the interpretation:

1. Calculate of $df = N - nr$

df = Degree of freedom

nr = Number of variable

N = Number of samples

$$df = N - nr$$

2. Appropriate to the value list of “r” Product Moment

3. Compare r_o and r_t

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. DATA PRESENTATION

1. Description of Research Variable

In this chapter, the writer will present the study that consist of two variables namely; independent variable is X refers to “students’ simple tenses mastery” while; dependent variable is Y refers to “students’ ability in writing narrative paragraph”. The data is obtained by using test.

1. Students’ Tenses Mastery Test

Students’ tenses mastery test consists of 30 items simple tenses mastery with multiple choice test of 10 items, rearrange test of 5 items, true false test of 5 items, and matching test of 10 items.

2. Writing Narrative Paragraph Test

The test of Students’ ability in writing narrative paragraph consists of three topics. The topics are unforgettable experience, frightening experience and terrible experience. They please to choose one of the topics which are interested.

TABLE IV.1
THE CLASSIFICATION OF STUDENTS' SCORE

THE SCORE LEVEL	CATEGORY
80-100	Very good
66-79	Good
56-65	Enough
46-55	Less
0-45	Fail

Sudijono (2003, in Jonri Kasdi, 2006:21)

a. Data from Students' Tenses Mastery

The data about the students' tenses mastery can be seen in the following table.

TABLE IV.2
STUDENTS' SCORE OF TENSES MASTERY

STUDENTS	SCORE	CATEGORY	STUDENTS	SCORE	CATEGORY
Student 1	83	Very Good	Student 23	63	Enough
Student 2	50	Less	Student 24	70	Good
Student 3	60	Enough	Student 25	73	Good
Student 4	66	Good	Student 26	83	Very Good
Student 5	73	Good	Student 27	46	Less
Student 6	70	Good	Student 28	70	Good
Student 7	70	Good	Student 29	46	Less
Student 8	70	Good	Student 30	43	Fail
Student 9	73	Good	Student 31	50	Less

Student 10	66	Good	Student 32	46	Less
Student 11	53	Less	Student 33	50	Less
Student 12	56	Enough	Student 34	73	Good
Student 13	66	Good	Student 35	40	Fail
Student 14	66	Good	Student 36	63	Enough
Student 15	73	Good	Student 37	66	Good
Student 16	60	Enough	Student 38	50	Less
Student 17	56	Enough	Student 39	43	Fail
Student 18	70	Good	Student 40	53	Less
Student 19	36	Fail	Student 41	83	Very Good
Student 20	66	Good	Student 42	50	Less
Student 21	76	Good	Student 43	60	Enough
Student 22	60	Enough	-	-	-

TABLE 1V.3
PERCENTAGE OF TENSES SCORE

NO	CATEGORY	FREQUENCY	PERCENTAGE
1	Very Good	3	6.98 %
2	Good	18	41.86 %
3	Enough	8	18.60 %
4	Less	10	23.26 %
5	Fail	4	9.30 %
Total		43	100 %

From the table above, it can be seen the students' mastery of tenses in answering the multiple choice, rearrange, true false, and matching test. It can be categorized into very good, good, enough, less, and fail. It can be seen that the students who got very good category were 3 students (6.98 %), the students who got good category were 18 students (41.86 %), while for enough category, there were 8 students (18.60 %), the students who got less category were 10 students (23.26 %), and there were 4 students (9.30 %) who got fail.

From this data, it can be assumed that the students' tenses mastery is not bad. It can be seen from the number of the students who are classified very good category (3 students or around 6.98 %) and good category (18 students or around 41.86 %). To further information about the descriptive data relating to the students' tenses mastery, see the following table:

TABLE IV.4
DESCRIPTIVE STATISTICS
(STUDENTS' TENSES MASTERY)

		mastery
N	Valid	43
	Missing	0
	Mean	61.3953
	Std. Error of Mean	1.85437
	Median	63.0000
	Mode	66.00
	Std. Deviation	12.15993
	Variance	147.864
	Range	47.00
	Minimum	36.00
	Maximum	83.00
	Sum	2640.00

Based on the table IV. 4, The writer can interpret that Mean score in students' tenses mastery is 61.3953, Median 63.00, Mode 66.00, standard deviation 12.15993, variance 147. 864, range 47.00, Minimum 36.00, Maximum 83.00, and summation 2640.00.

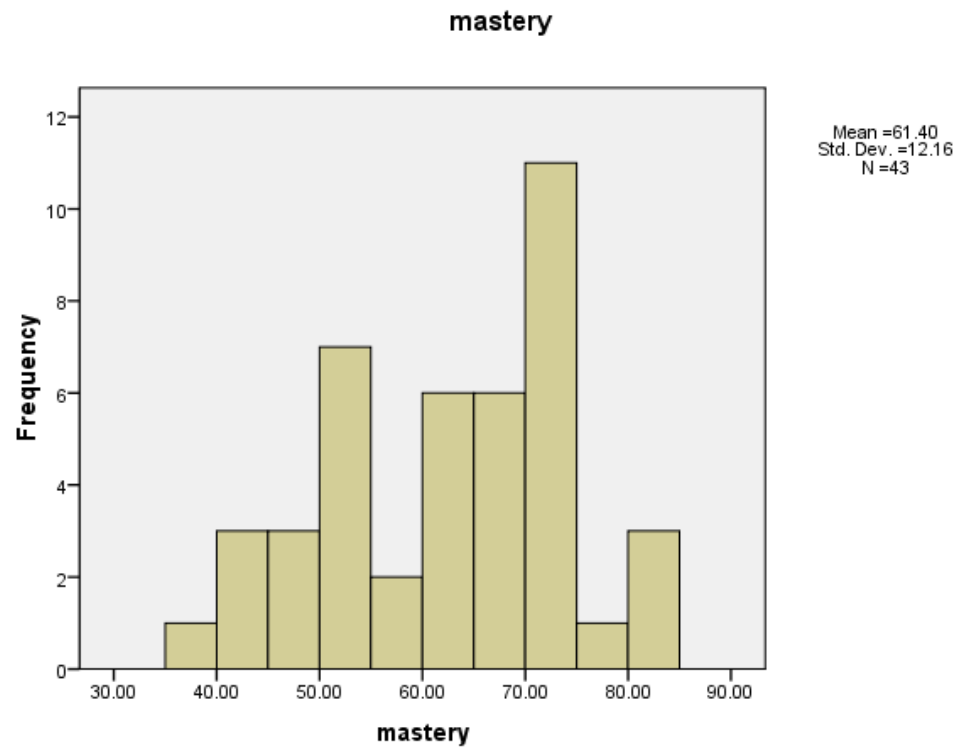
TABLE IV.5
FREQUENCY OF STUDENTS' TENSES MASTERY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	36	1	2.3	2.3	2.3
	40	1	2.3	2.3	4.7
	43	2	4.7	4.7	9.3
	46	3	7.0	7.0	16.3
	50	5	11.6	11.6	27.9
	53	2	4.7	4.7	32.6
	56	2	4.7	4.7	37.2
	60	4	9.3	9.3	46.5
	63	2	4.7	4.7	51.2
	66	6	14.0	14.0	65.1
	70	6	14.0	14.0	79.1
	73	5	11.6	11.6	90.7
	76	1	2.3	2.3	93.0
	83	3	7.0	7.0	100.0
	Total	43	100.0	100.0	

This table shows us that 1 student got 36 for tenses mastery (2.3 %), 1 student got 40 (2.3 %), 2 students got 43 (4.7 %), 3 students got 46 (7.0 %), 5 students got 50 (11.6 %), 2 students got 53 (4.7 %), 2 students got 56 (4.7 %), 4

students got 60 (9.3 %), 2 students got 63 (4.7 %), 6 students got 66 (14.0%), 6 students got 70 (14.0%), 5 students got 73 (11.6 %), 1 student got 76 (2.3 %) and 3 students got 83 (7.0 %).

DIAGRAM IV.1
STUDENTS' TENSES MASTERY



b. Data from Writing Narrative Paragraph

TABLE IV.6
STUDENTS' SCORE IN WRITING NARRATIVE PARAGRAPH

STUDENTS	SCORE		FINAL SCORE	CATEGORY
	RATER 1	RATER 2		
Student 1	66	72	69	Good
Student 2	47	72	59	Enough
Student 3	44	76	60	Enough
Student 4	83	81	82	Very Good
Student 5	67	80	73	Good
Student 6	47	74	60	Enough
Student 7	78	78	78	Good
Student 8	49	78	63	Enough
Student 9	49	75	62	Enough
Student 10	66	80	73	Good
Student 11	52	76	64	Enough
Student 12	65	73	69	Good
Student 13	45	71	58	Enough
Student 14	77	72	74	Good
Student 15	55	77	66	Good
Student 16	64	75	69	Good
Student 17	43	73	58	Enough
Student 18	43	70	56	Enough
Student 19	65	71	68	Good
Student 20	43	71	57	Enough
Student 21	71	76	73	Good
Student 22	52	77	64	Enough
Student 23	51	79	65	Enough
Student 24	49	77	63	Enough
Student 25	71	75	73	Good
Student 26	43	65	54	Less
Student 27	43	65	54	Less

Student 28	70	79	74	Good
Student 29	43	71	57	Enough
Student 30	72	76	74	Good
Student 31	51	75	63	Enough
Student 32	43	65	54	Less
Student 33	43	72	57	Enough
Student 34	76	73	74	Good
Student 35	52	73	62	Enough
Student 36	43	74	58	Enough
Student 37	72	78	75	Good
Student 38	49	68	58	Enough
Student 39	43	69	56	Enough
Student 40	46	68	57	Enough
Student 41	46	68	57	Enough
Student 42	44	66	55	Less
Student 43	80	79	79	Good

From the table above, it can be seen that the students' ability in writing narrative paragraph. It can be categorized into very good, good, enough, less and fail. It can be seen that 1 from 43 students (2.33 %) got very good category, the students who got good category were 16 students (37.21 %), while for enough category, there were 22 students (51.16 %), and there were 4 students who got less category (9.30 %) and no one got fail category (0 %). To determine the final score, the writer uses the formula:

$$\text{Mean} = \frac{\text{Score (Rater 1)} + \text{Score (Rater 2)}}{2}$$

$$\text{Example} = \text{Mean} = \frac{66+72}{2} = 69 \text{ and etc.}$$

To make clearer about the percentage of students' writing ability. It can be seen through the following table:

TABLE IV.7
PERCENTAGE OF WRITING NARRATIVE PARAGRAPH

NO	CATEGORY	FREQUENCY	PERCENTAGE
1.	Very Good	1	2.38 %
2.	Good	16	37.21 %
3	Enough	22	51.16 %
4.	Less	4	9.30 %
5.	Fail	0	0 %
TOTAL		43	100 %

TABLE IV.8
DESCRIPTIVE STATISTICS
(STUDENTS' WRITING ABILITY)

Statistics		ability
N	Valid	43
	Missing	0
Mean		64.5116
Std. Error of Mean		1.20922
Median		63.0000
Mode		57.00
Std. Deviation		7.92937
Variance		62.875
Range		28.00
Minimum		54.00
Maximum		82.00
Sum		2774.00

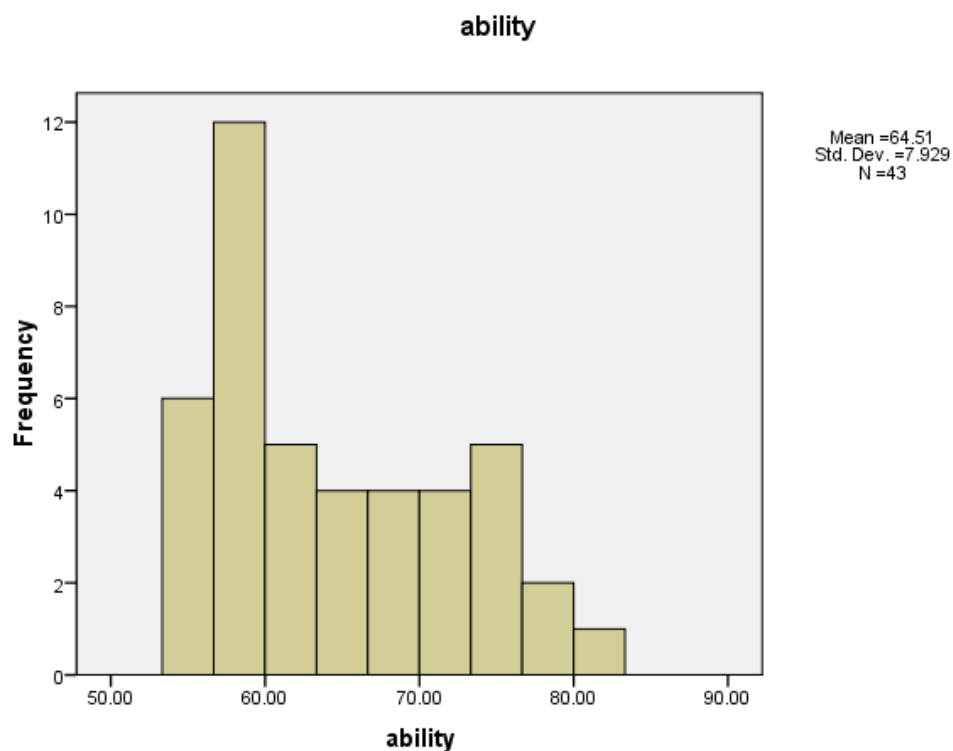
In this table, mean of writing ability in narrative paragraph is 64.5116, median 63.00, mode 57.00, standard deviation 7.92937, variance 62.875, range 28.00, Minimum 54.00, Maximum 82.00, and summation 2774.00.

TABLE IV.9
FREQUENCY OF STUDENTS' WRITING ABILITY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	54	3	7.0	7.0	7.0
	55	1	2.3	2.3	9.3
	56	2	4.7	4.7	14.0
	57	5	11.6	11.6	25.6
	58	4	9.3	9.3	34.9
	59	1	2.3	2.3	37.2
	60	2	4.7	4.7	41.9
	62	2	4.7	4.7	46.5
	63	3	7.0	7.0	53.5
	64	2	4.7	4.7	58.1
	65	1	2.3	2.3	60.5
	66	1	2.3	2.3	62.8
	68	1	2.3	2.3	65.1
	69	3	7.0	7.0	72.1
	73	4	9.3	9.3	81.4
	74	4	9.3	9.3	90.7
	75	1	2.3	2.3	93.0
	78	1	2.3	2.3	95.3
	79	1	2.3	2.3	97.7
	82	1	2.3	2.3	100.0
Total		43	100.0	100.0	

This table shows us that 3 students got 54 (7.0 %) for writing ability. 1 student got 55 (2.3 %), 2 students got 56 (4.7 %), 5 students got 57 (11.6 %), 4 students got 58 (9.3 %), 1 student got 59 (2.3 %), 2 students got 60 (4.7 %), 2 students got 62 (4.7 %), 3 students got 63 (7.0 %), 2 students got 64 (4.7 %), 1 student got 65 (2.3 %), 1 student got 66 (2.3 %), 1 student got 68 (2.3 %), 3 students got 69 (7.0 %), 4 students got 73 (9.3 %), 4 students got 74 (9.3 %), 1 student got 75 (2.3 %), 1 student got 78 (2.3 %), 1 student got 79 (2.3 %), and 1 student got 82 (2.3 %).

DIAGRAM IV.2
STUDENTS' WRITING ABILITY



B. DATA ANALYSIS

In preceding chapter, the writer has presented data obtained of the research. Then, in this chapter, the writer analyzes the data in order to know the students' tenses mastery (X) and their writing ability (Y) and the relationship between students' tenses mastery and their writing ability (X and Y). The high correlation between variables is stated in correlation coefficient. Correlation coefficient can be positive (+) and negative (-). Correlation coefficient is positive (+) when there is positive correlation between two variables. While, correlation is negative (-) if there is negative correlation between two variables. Although, positive (+) or negative (-) does not influence high or low score correlation coefficient, the sign only show direction of correlation both of them. The following tables present the data of two variables (X and Y) with 43 respondents of this study. It is analyzed by Product Moment Coefficient Correlation (r) technique, Hartono (2004:101).

Data from the Result of Tenses Mastery and Writing Ability Test.

TABLE IV.10
THE RESULT OF VARIABLE X AND Y

STUDENTS	SCORE	
	TENSES	WRITING TEST
Students 1	83	69
Students 2	50	59
Students 3	60	60
Students 4	66	82

Students 5	73	73
Students 6	70	60
Students 7	70	78
Students 8	70	63
Students 9	73	62
Students 10	66	73
Students 11	53	64
Students 12	56	69
Students 13	66	58
Students 14	66	74
Students 15	73	66
Students 16	60	69
Students 17	56	58
Students 18	70	56
Students 19	36	68
Students 20	66	57
Students 21	76	73
Students 22	60	64
Students 23	63	65
Students 24	70	63
Students 25	73	73
Students 26	83	54
Students 27	46	54
Students 28	70	74

Students 29	46	57
Students 30	43	74
Students 31	50	63
Students 32	46	54
Students 33	50	57
Students 34	73	74
Students 35	40	62
Students 36	63	58
Students 37	66	75
Students 38	50	58
Students 39	43	56
Students 40	53	57
Students 41	83	57
Students 42	50	55
Students 43	60	79

It is necessary to conduct descriptive statistics by using SPSS version 16.00. The calculation can be seen in the following table:

TABLE IV.11
Statistics

		mastery	ability
N	Valid	43	43
	Missing	0	0
	Mean	61.3953	64.5116
	Std. Error of Mean	1.85437	1.20922
	Median	63.0000	63.0000
	Mode	66.00	57.00
	Std. Deviation	12.15993	7.92937
	Variance	147.864	62.875
	Range	47.00	28.00
	Minimum	36.00	54.00
	Maximum	83.00	82.00
	Sum	2640.00	2774.00

Based on the table IV.11, The writer can interpret that Mean score in students' tenses mastery is 61.3953, Median 63.00, Mode 66.00, standard deviation 12.15993, variance 147. 864, range 47.00, Minimum 36.00, Maximum 83.00, and summation 2640.00. While, mean of writing ability in narrative paragraph is 64.5116, median 63.00, mode 57.00, standard deviation 7.92937, variance 62.875, range 28.00, Minimum 54.00, Maximum 82.00, and summation 2774.00.

TABLE IV.12
THE CLASSIFICATION OF STUDENTS' SCORE

THE SCORE LEVEL	CATEGORY
80-100	Very good
66-79	Good
56-65	Enough
46-55	Less
0-45	Fail

Sudijono (2003, in Jonri Kasdi, 2006:21)

TABLE IV.13

Descriptive Statistics

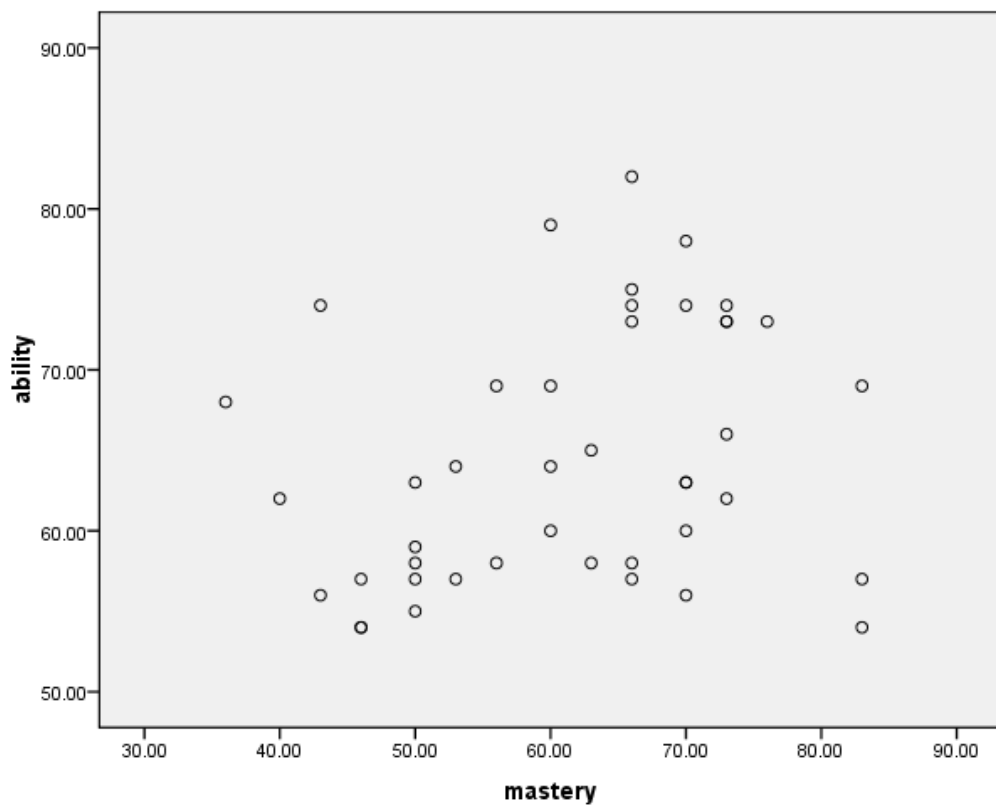
	Mean	Std. Deviation	N
mastery	61.3953	12.15993	43
ability	64.5116	7.92937	43

The table above is descriptive statistic table, which show mean, standard deviations and N for each table. Mean of students' mastery on past tense (simple past tense, past continuous tense, past perfect tense, past perfect continuous tense)" score is 61.39 and it is dealing with the table of students' classification score and categorized into enough level. Mean of students' ability in writing narrative paragraph score is 64.51 and it dealing with the table of students' classification score and categorized into enough level. Standard deviation of tenses mastery is 12.15993 and writing ability is 7. 92937. While, N= 43 show the total of respondent which are analyzed every variables.

TABLE IV.14
Table of Correlations

		mastery	ability
Students' tenses mastery	Pearson	1	.276
	Correlation		
	Sig. (2-tailed)		
	N		
Students' ability in writing narrative paragraph	Pearson	.276	1
	Correlation		
	Sig. (2-tailed)		
	N		
		43	43

GRAPH OF CORRELATION



This correlation between students' tenses mastery and their ability in writing narrative paragraph is 0.276. To interpret the coefficient correlation obtained, it is necessary to consult the value with coefficient correlation. The degree of relationship can be seen in the following table:

TABLE IV.15
COEFFICIENT CORRELATION INTERPRETATION

INTERVAL	CATEGORY
0.00 – 0.199	Very low
0.20 – 0.399	Low
0.40 – 0.599	Mediocre
0.60 – 0.799	Strong
0.80 – 1.00	Very Strong

Source: Sugiono : 2001 in Herlina Haflar (2008:52)

From the table IV.14 and IV.15 above, seen the variable of correlation coefficient of the in Students' tenses mastery and their ability in writing narrative paragraph = 0.276, sig. (2tailed) = 0.73, the interpretation is as follows:

1. The score of correlation coefficient obtained is 0.276 which is in the interval of 0.20 – 0.399. Thus, the relationship based on Sugiono: 2001 (in Herlina Haflar 2008:52) is categorized into low. The value is smaller than the value at both significance level 5% (0.304) and 1% (0.393) and hypothesis alternative is rejected and hypothesis null is accepted. It means that there is no correlation between students' tenses mastery and students' ability in writing narrative paragraph.

2. The outputs above show that there is no sign means that there is no significant correlation between students' tenses mastery and students' ability in writing narrative paragraph.

Direction of correlation between two variables is positive. It means that the higher of students' students' tenses mastery will not cause higher toward students' ability in writing narrative paragraph. On the contrary, the lower of students' tenses mastery will not cause lower toward their ability in writing narrative paragraph.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the writer would like to draw the conclusion from what have been discussed in the preceding chapters, and to recommend some suggestion concerning with students' tenses mastery and their ability in writing narrative paragraph.

A. Conclusion

This study is conducted in order to obtain whether there is a significance correlation between students' tenses mastery and their ability in writing narrative paragraph. There are two variables in this study, students' tenses mastery as the independent variable (X) and students' ability in writing narrative paragraph as the dependent variable(Y).

Regarding the formulation of the problems in this paper, the conclusion can be summarized as follows:

1. The first formulation of the problems" how is students' mastery on past tense (simple past tense, past continuous tense, past perfect tense, past perfect continuous tense)", the answer is enough. It is based on the result of the test given because dealing with the table of students' classification score, it can be proved that from the mean of students' mastery in tenses score 61.39 is categorized in enough level.

2. The second formulation" how is students' students' ability in writing narrative paragraph", the answer is enough. It is based on the result of the test given because dealing with the table of students' classification score, it can be

proved that from the mean of students' ability in writing narrative paragraph score 64.51 is categorized in enough level.

1. The third formulation", is there any significant correlation between the second year students' tenses mastery and their ability in writing narrative paragraph at Senior High School 1 Kampar". Based on the data analysis in Chapter IV, The score of correlation coefficient obtained is 0.276 which is in the interval of 0.20 – 0.399. Thus, the relationship based on Sugiono: 2001 in Herlina Haflar (2008:52) is categorized into low.

The value is smaller than the value at both significance level 5% (0.304) and 1% (0.393) and hypothesis alternative is rejected and hypothesis null is accepted. It means that there is no significant correlation between students' tenses mastery and students' ability in writing narrative paragraph at the Second Year Students of Senior High School 1 Kampar.

B. Suggestion

Based on the conclusion above, the writer hopes the suggestion for the teachers is more often to do the task for students especially to do practice in writing narrative form. Ask the students often to make paragraph, give the instructions how to do, before that the teacher gives explanation in grammar especially tenses. The teacher should be able how to make good strategies that students want to learn be enjoyable and interested. Thus, the teacher gives motivation to the students in order to practice writing, ask them if they do not

understand and get difficulties. Do not be afraid if the students make mistake because we learn from mistake to get success.

Suggestion for the students, please improve their ability in grammar especially tenses or in writing, of course they must study hard since writing is not as easy as what we think. Therefore, they should often practice their writing form, ask the teacher again if they do not understand the lesson, and not only keep silent because we know that English now is became the international language that we should master, and it is familiar and very important for us. By mastering tenses and having one basic skill in writing, it will be easier for us to understand what English is, and we should know that where there is the will, there is the way.

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